

2019 MCAS Alternate Assessment (MCAS-Alt): State Summary of Participation and Achievement

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[Massachusetts Department of Elementary and Secondary Education](#)

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Purpose of this Document

This report provides a summary of the statewide participation rates and achievement results of students with significant cognitive disabilities who participated in the 2019 MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt evaluates and reports on the annual achievement of these students in meeting state standards and provides parents and teachers with vital information to assist in planning students' instructional programs and monitoring their progress.

This report includes the results of 7,453 students in grades 3–10 who submitted an MCAS-Alt portfolio in school year 2018–2019 in ELA, Mathematics, or STE for school, district, and state accountability purposes. Results for students who took the high school STE assessment in grade 9 in 2018 are summarized with the results of students assessed in grade 10 in 2019. MCAS-Alt results are reported based on *alternate academic achievement standards*, rather than on the grade-level achievement standards used for reporting the results of students who participated in standard MCAS testing.

Students with significant cognitive disabilities are required by law to participate in statewide academic assessments and to be counted in the achievement results of all assessed students. Massachusetts publicly reports the aggregated results of all students, including those who participated in MCAS-Alt, in order to hold schools, districts, and the state accountable for the participation and achievement of *all* students, and when determining whether each Massachusetts school and district is making progress toward reducing proficiency gaps.

In 2019, among students participating in MCAS-Alt (not including students who are first-year ELs), approximately 66 percent of students taking the MCAS-Alt earned a score at the *Progressing* achievement level. This is the highest achievement level a student can earn on the MCAS-Alt. The percentage of students achieving at this level indicates that most students with significant cognitive disabilities are provided with challenging educational opportunities to address the Massachusetts curriculum frameworks and are achieving their academic goals with a high degree of accuracy and independence.

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Executive Summary

The participation and achievement of students with disabilities in the 2019 MCAS-Alt (the state's alternate assessment based on alternate academic achievement standards, or AA-AAAS) administration are summarized below. Please see the appendices for results in each grade and subject and a list of Achievement Levels and Descriptors.

- The number of students in grades 3–10 who participated in an alternate assessment in at least one content area was 7,453 or 1.4 percent of the total tested population. The overall number has decreased for the seventh consecutive year. The percentage of students with disabilities who participated in MCAS-Alt was 6.9 percent of all students with disabilities, which represents a 0.8 percentage point decrease from 2018.
- In English Language Arts (ELA), 56 percent of students performed at the *Progressing* level, a decrease of 2 percentage points from 2018. Grade-level achievement at the *Progressing* level in ELA ranged from a high of 58 percent at grades 4 and 8, to a low of 53 percent at grade 3.
- In Mathematics, 77 percent of students performed at the *Progressing* level, an increase of one percentage point from 2018. Grade-level achievement at the *Progressing* level in Mathematics ranged from a high of 81 percent of students at grade 6, to a low of 73 percent at grade 10.
- In Science and Technology/Engineering (STE), averaged across grades 5, 8, and 10, 69 percent of students performed at the *Progressing* level, a decrease of six percentage points from 2018, when 75 percent of students did so. Grade-level achievement at the *Progressing* level in STE ranged from a high of 72 percent at grade 10 to a low of 65 percent at grade 5.
- Between 2018 and 2019, student achievement in ELA increased by 2 percentage points at the *Emerging* level, one achievement level below *Progressing*, from 34 to 36 percent. In Mathematics, achievement at the *Emerging* level was unchanged at 10 percent. In STE, achievement at the *Emerging* level increased to 19 percent, an increase of five percentage points.
- Student achievement at the *Awareness* level, one level below *Emerging*, was between 1.5 and 2.2 percent in all grades and subjects.
- The percentage of students whose alternate assessment portfolios were determined to be *Incomplete* was unchanged in ELA. Between 2018 and 2019, averaged across all grades, the percentage in ELA remained at six percent overall; decreased in Mathematics from 13 to 12 percent; and decreased by one percentage point to 10 percent in STE.
- See Table 1 for a summary of MCAS-Alt participation and achievement levels in each subject.

Table 1. 2019 MCAS-Alt Statewide Achievement Level Results by Subject

Subject/ (Grades)	MCAS-Alt Achievement Level										Total MCAS-Alt with an Achievement Level Score
	Awareness		Emerging		Progressing		Above Progressing		Incomplete		
	#	%	#	%	#	%	#	%	#	%	
ELA (3–8, and 10)	135	2	2515	36	3915	56	0	0	404	6	6,969
Mathematics (3–8, and 10)	106	2	683	10	5384	77	24	0.3	824	12	7,021
Science and Technology/ Engineering* (5, 8, and 9/10)	63	2	530	19	1961	69	0	0	296	10	2,850

* Results of students who took one of the four high school STE tests in 2018 when they were in grade 9 are included in the 2019 grade 9/10 High School STE results listed above. However, results for grade 9 students who participated in 2019 high school STE tests will not be summarized for official school, district, and state reporting until 2020, when they will be included with the results of grade 10 students who took one of the four STE tests in 2020. Grade 10 STE results include only students continuously enrolled in the state from fall of grade 9 through spring of grade 10.

I. Introduction

This report describes the statewide participation rates and achievement results from the spring 2019 administration of the MCAS-Alt in English Language Arts, Mathematics, and Science and Technology/Engineering. The MCAS-Alt has been administered annually since the 200-2001 school year and is offered in every subject and grade for which a statewide academic assessment is required.

This report also presents information on students who participated in the MCAS-Alt, including the nature of their disabilities, their participation rates relative to students taking standard tests, and the methods used to evaluate and score student portfolios and report student results.

State summaries of MCAS-Alt for 2014–2019 are available on the Department’s [website](#).

II. Background

According to state and federal laws, all students, including students with disabilities, are required to participate in statewide assessments. Students with significant cognitive disabilities who are unable to take the standard tests, even with accommodations, must take the MCAS-Alt. Decisions as to how each student with a disability will participate in MCAS are made by the student’s Individualized Education Program (IEP) team and documented in the student’s IEP, or in a 504 plan developed by the school or district. Information about the participation of students with disabilities in MCAS is available on the Department’s [website](#).

For each student scheduled to participate in the MCAS-Alt, schools must submit a portfolio consisting of instructional data charts and work samples based on the grade-level content found in the Massachusetts curriculum frameworks that has been modified to reflect challenging and attainable entry points for each student. The basis for assessing students on the MCAS-Alt based on modified academic outcomes is described in the [*Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities*](#).

The purposes of the MCAS-Alt are to:

- ensure that students with significant cognitive disabilities are receiving a program of instruction based on the state’s academic standards;
- determine how much knowledge and skills based on the curriculum frameworks students with significant cognitive disabilities have learned; and
- include difficult-to-assess students in statewide assessment and accountability systems;

Participation Guidelines

A student should be considered for an alternate assessment by his or her IEP team, when he or she:

- has a significant cognitive disability;

AND

- participates in routine academic instruction based on learning standards in the curriculum frameworks for which the levels of complexity of content and skills have been modified substantially below the expectations of a non-disabled student enrolled in the same grade;
AND
- receives intensive, individualized instruction across all settings in which a subject is taught, in order for the student to acquire, demonstrate, and generalize knowledge and skills;
AND
- is generally unable to demonstrate knowledge and skills on a standardized computer-based or paper-and-pencil test in the subject being assessed, even when accommodations are provided.

MCAS-Alt and the Every Student Succeeds Act (ESSA)

The federal education law, passed in December 2015 and effective in the 2017–2018 school year, imposes a statewide cap of one percent of all assessed students on those taking alternate assessments based on *alternate achievement standards*.

The Commissioner posted guidelines based on the new restrictions in March 2017 and requested that districts review their recent data on students taking the MCAS-Alt. If a district projects that more than one percent of students would take the MCAS-Alt in the following school year, a justification in writing must be provided to the Department, plus assurances that IEP teams will be retrained annually on the updated guidelines provided by the Department. IEP team training materials are available, as is a sample parent notification letter (translated into five languages) required by ESSA to be sent by districts informing parents of students for whom the MCAS-Alt was proposed that their “child’s participation in an alternate assessment may eventually delay or affect their ability to complete the state’s requirements for a high school diploma, since the MCAS-Alt assesses learning standards that are below the expectations needed to earn a “Competency Determination,” the state’s requirement to be eligible to receive a diploma. Information and materials regarding the new ESSA “one percent” requirement are available on the Department’s [MCAS-Alt web page](#).

Portfolio Contents and Structure

“Evidence” is collected by the student’s teacher(s) and other school staff throughout the year in the subject being assessed according to discipline-specific guidelines. The evidence is organized by the school in a portfolio that may include the following types of products and information:

- Work samples, video clips, and/or photographs documenting the student’s performance of tasks based on the standards being assessed.
- Data charts (except for the ELA–Writing, STE Grades 5 and 8 assessments) documenting the student’s accuracy and independence over a period of time performing activities based on the learning standards being assessed. Data must be collected during at least 8 different instructional activities and must begin at a level of *accuracy* and/or *independence* below 80 percent in order to demonstrate that the student was taught challenging new skills,

knowledge, and concepts. *Accuracy* is considered to be the percentage of correct student responses, and *independence* the percentage of tasks, items, or activities requiring *no* assistance to the student in responding.

- Supporting documentation, including descriptions provided by the teacher, reflection sheets that allow the student to evaluate his/her own performance, and other evidence that indicates the context of the instruction and/or the method of demonstrating knowledge and skills in the subject being assessed.

The development of student portfolios is guided by information found in the *Educator's Manual for MCAS-Alt*, which is updated annually, distributed at Department-sponsored training events, and posted on the Department's [website](#).

Scoring MCAS-Alt Portfolios

Once portfolios are submitted to the Department each spring, they are reviewed and scored by scorers who are trained and supervised by Department staff and its testing contractor. Prospective scorers receive extensive training and must qualify to become scorers. Scorers are monitored closely for accuracy and consistency throughout the scoring process. The Rubric for Scoring Portfolio Strands, shown in Appendix E, is used as the basis for scoring student portfolios, as well as the [Guidelines for Scoring MCAS-Alt Portfolios](#). Portfolios that lack the minimum required evidence and provide insufficient information are scored *Incomplete*.

Once preliminary scores are provided to districts in mid-June, a **score appeals** process allows a school to initiate a request to rescore portions of a portfolio, based on a perceived inaccuracy in the preliminary scoring. Upon receipt of an appeal, the Department staff and its contractor review the student's portfolio and if necessary, rescore the section(s) in question. Scores may not be changed after the score appeals process is completed during the summer following the assessment.

III. Student Participation in 2019 MCAS-Alt

A total of 7,453 students in grades 3–10, or 1.4 percent of the total assessed population, participated in the MCAS-Alt in one or more content areas, as shown in Table 2. In grades 3–8, between 1.3 and 1.5 percent of students were alternately assessed in ELA, Mathematics, and grades 5 and 8 STE. At the high school level, 1.3 percent of students participated in the MCAS-Alt in ELA and Mathematics, while 1.2 percent participated in MCAS-Alt in STE. See Appendix B for the MCAS-Alt participation rates in each grade and subject.

Between 6.6 and 7.5 percent of all assessed students with disabilities in each grade participated in the 2019 MCAS-Alt. See Appendix C for comparative rates of participation in each MCAS assessment format (i.e., routinely tested, tested with accommodations, or alternately assessed) by subject.

Table 2. Rate of Participation in MCAS-Alt by Students with Disabilities in Grades 3–8 and 10 in at Least One Content Area Since 2004

Year	Total Students Taking MCAS-Alt	Percentage of All Assessed Students Taking MCAS-Alt	Percentage of Students with Disabilities Taking MCAS-Alt
2004	5,139	1.0%	5.5%
2005	6,131	1.2%	6.4%
2006	7,006	1.3%	7.7%
2007	7,621	1.4%	8.4%
2008	8,199	1.5%	8.4%
2009	8,738	1.6%	9.0%
2010	9,286	1.7%	9.1%
2011	9,325	1.7%	8.6%
2012	9,386	1.7%	8.8%
2013	9,111	1.7%	9.3%
2014	8,896	1.6%	8.9%
2015	8,650	1.7%	8.9%
2016	8,373	1.7%	9.0%
2017	8,242	1.6%	8.6%
2018	7,601	1.5%	7.7%
2019	7,453	1.4%	6.9%

Table 3 shows the number of students with disabilities who took the 2019 MCAS-Alt in each grade and subject.

Table 3. Participation in 2019 MCAS-Alt by Grade and Subject

Grade	English Language Arts	Mathematics	Science and Technology/ Engineering
3	988	1,009	—
4	1,003	1,019	—
5	1,105	1,119	1,056
6	966	973	—
7	1,032	1,051	—
8	943	959	914
9*			234
10	907	914	674
Total**	6,944	7,044	2,878

*Participation for grade 9 students in one of the four high school STE tests is shown here but is not summarized for 2019 official school, district, or state reporting. The results of grade 9 students who participated in 2019 will be included next year with grade 10 students who took one of the four STE tests in 2020.

**Total participants does not match the total receiving an achievement level (shown in Table 1) due to the number of first-year English learners (ELs) who were counted as participants but whose achievement levels were not included in Table 1.

2019 Standard MCAS and MCAS-Alt Participation by Nature of Disability

Table 4 shows the distribution of primary disabilities among standard MCAS and MCAS-Alt participants. Approximately 87 percent of students who took MCAS-Alt had an **intellectual disability, autism, eurological disability, or multiple disabilities**. See table 4 below and the circle graph on page 12 for a summary of the students assessed in each of the primary disability categories.

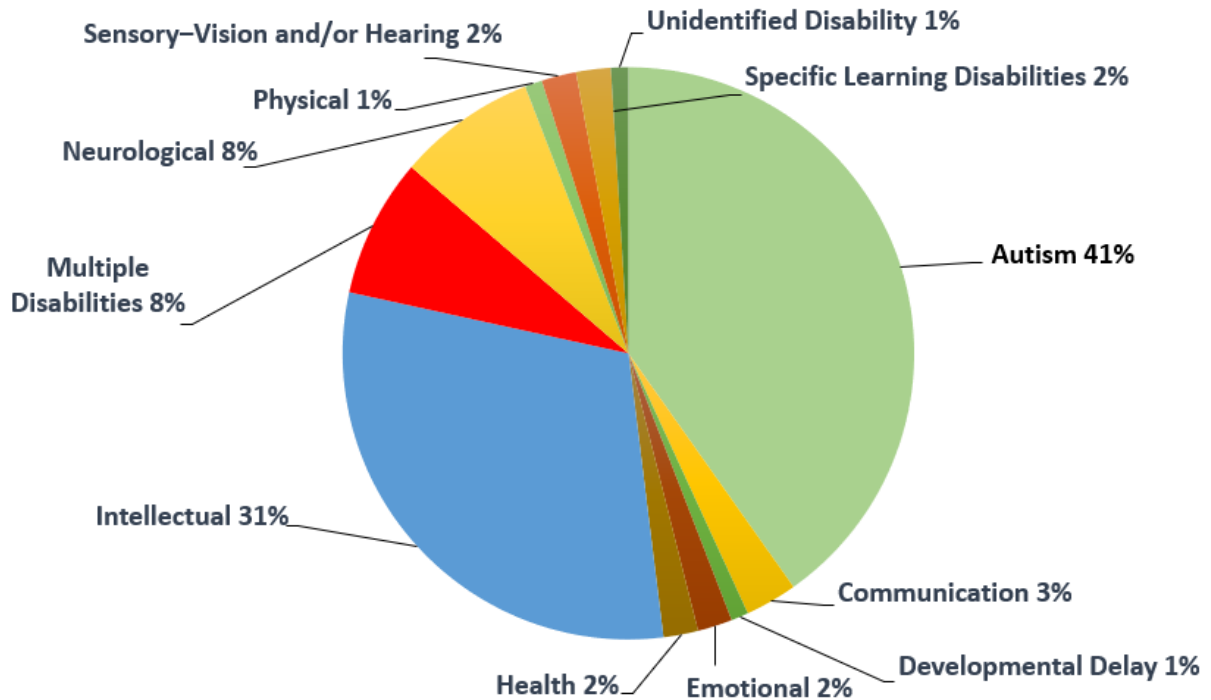
Table 4. Nature of Primary Disability Among Standard MCAS and MCAS-Alt Participants in Grades 3–10^a

Primary Disability ^b	A: Number of All Assessed Participants in Disability Category	B: Number of MCAS-Alt Participants in Disability Category	C: <u>Percentage of</u> <u>All Assessed</u> <u>Students in</u> <u>Disability</u> <u>Category</u> <u>Who Took</u> <u>MCAS-Alt</u> <u>(B/A)</u>	D: <u>Percentage</u> <u>of MCAS-Alt</u> <u>Participants</u> <u>in Disability</u> <u>Category</u> <u>(C/7,453)</u>
Autism	11,500	3,045	26.5	40.9
Communication	12,817	241	1.9	3.2
Developmental Delay	1,711	97	5.7	1.3
Emotional	12,134	125	1.0	1.7
Health	19,111	170	0.9	2.3
Intellectual	4,761	2,299	48.3	30.8
Multiple Disabilities	1,434	580	40.4	7.8
Neurological	7,167	572	8.0	7.7
Physical	487	39	8.0	0.5
Sensory/Deaf and Blind	89	25	28.1	0.3
Sensory/Hard of Hearing or Deaf	672	68	10.1	0.9
Sensory/Vision Impairment or Blind	378	24	6.3	0.3
Specific Learning Disabilities	35,013	125	0.4	1.7
Unidentified Disability	203	43	21.2	0.6
Total	107,477	7,453	6.9	100

^a The number of standard MCAS and MCAS-Alt participants includes all students who took MCAS-Alt for accountability purposes in at least one subject.

^b Primary disability data were reported by districts to the Department's Student Information Management System (SIMS) in March and June 2019.

2019 MCAS-Alt Participation by Nature of Disability



NOTE: percentages may not total 100 percent due to rounding.

IV. 2019 MCAS-Alt Student Results

On school and district rosters of results, MCAS-Alt scores are reported in the lowest achievement level on the standard MCAS tests: Not Meeting Expectations in ELA, Mathematics, and grades 5 and 8 STE; and *Failing* in high school STE.

For diagnostic and educational planning purposes, MCAS-Alt results are reported in the following three MCAS-Alt achievement levels: *Progressing*, *Emerging*, and *Awareness*. These three MCAS-Alt achievement levels provide meaningful information to interpret the achievement of students whose performance is below grade-level.

See Appendix D for descriptions of the MCAS-Alt achievement levels.

In 2019, the majority of students with significant cognitive disabilities performed at the *Progressing* level, indicating that they had demonstrated the attainment of challenging academic goals at high levels of accuracy and independence, although below the grade-level expectations for nondisabled students. Results for the 2019 MCAS-Alt administration are summarized below.

- In grades 3–8 and 10, the percentage of students who scored *Progressing* was:
 - 56 percent in ELA (The percentage was lower than in other subjects due to uniform, rather than locally-selected, scoring criteria for ELA–Writing)
 - 77 percent in Mathematics
 - 69 percent in Science and Technology/Engineering*
- The percentage of students who scored *Emerging* was:
 - 36 percent in ELA (Due to uniform scoring criteria for ELA–Writing, more students earned this score than in other subjects)
 - 10 percent in Mathematics
 - 19 percent in Science and Technology/Engineering*
- The percentage of students who scored *Awareness* was:
 - 2 percent in ELA
 - 2 percent in Mathematics
 - 2 percent in Science and Technology/Engineering*
- Overall, 9 percent of students who participated in the MCAS-Alt portfolio scored *Incomplete* in at least one subject, indicating that the portfolio did not include the requisite evidence to generate an overall achievement level in the subject being assessed. The percentage of students who scored *Incomplete* by content area was:
 - 6 percent in ELA
 - 12 percent in Mathematics
 - 10 percent in Science and Technology/Engineering*

Appendix A displays achievement level results by grade and subject.

* Results for grade 9 students who participated in one of the four high school STE tests are not included here or summarized for official school, district, or state reporting until 2020, when they will be included with grade 10 students who took one of the four STE tests in 2020. Grade 10 results include only students continuously enrolled in the state from fall of grade 9 through spring of grade 10.

V. Accountability

The state’s updated accountability system was recently approved by the Board of Elementary and Secondary Education, in accordance with the Every Student Succeeds Act (ESSA). MCAS-Alt results are included, together with the results of students who took the standard MCAS tests.

Accountability Reporting for 2019

Accountability classifications for schools that administered MCAS tests in grades 3–8 and 10 are based on a combination of indicators, including:

- composite scaled MCAS scores in ELA and mathematics in grades 3-8, and an assigned MCAS-Alt scaled score equivalent, averaged for the school in each subject;
- composite performance index (CPI) points in grade 10 ELA, grade 10 mathematics, and grades 5, 8, and 10 STE;
- average student growth percentile (SGP) in ELA and mathematics;

- progress toward attaining English language proficiency for students reported as English learners;
- percentage of chronically absent students; and
- for high schools:
 - four-year cohort graduation rate
 - annual dropout rate
 - extended engagement rate
 - percentage of 11th and 12th grade students completing one or more advanced courses

Full details on the state's accountability system are available on the [Department's website](#).

The score scale used for next-generation MCAS tests is shown in Table 5.

Table 5. Next-Generation MCAS Tests Scaled Score Ranges
ELA and Mathematics – Grades 3–8

Standard Next Generation MCAS Achievement level	MCAS Scaled Score Range
Not Meeting Expectations (NM)	440-469
Partially Meeting Expectations (PM)	470-499
Meeting Expectations (M)	500-529
Exceeding Expectations (E)	530-560

The use of MCAS scores as an accountability indicator necessitates assigning an *equivalent scaled score* to students who took the MCAS-Alt in ELA, mathematics, and grades 5 and 8 STE, as shown in Table 6.

Table 6. Next-Generation MCAS Composite Scaled Score Equivalents Assigned to MCAS-Alt Scores
ELA and Mathematics Grades 3–8

MCAS-Alt achievement level, based on alternate achievement standards	MCAS Composite Scaled Score
Incomplete (INP)	455
Awareness (AWR)	470
Emerging (EMG)	485
Progressing (PRG)	500

Accountability reporting in 2019 for **grade 10 ELA, grade 10 mathematics, and grades 5, 8 and high school STE** will continue to use the Composite Performance Index (CPI) as the basis for including MCAS-Alt results in accountability, as shown in Table 7.

Table 7. Composite Performance Index
grade 10 ELA, grade 10 mathematics, and grades 5, 8 and high school STE

Legacy MCAS Scaled Score	MCAS Achievement level	MCAS-Alt Achievement Level	CPI Points Awarded
240–280	Proficient and Advanced	Progressing (for certain disability types) ¹	100
230–238	Needs Improvement – High	Progressing (for certain disability types) ² and Emerging	75
220–228	Needs Improvement – Low	Awareness	50
210–218	Warning/Failing – High	Portfolio Incomplete	25
200–208	Warning/Failing – Low	Portfolio Not Submitted	0

¹ Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

² Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological

So that the total number of students taking the MCAS-Alt who received 100 CPI points and were included in accountability determinations did not exceed one percent of the total number of students assessed, the following policy was implemented:

1. The Department assigned 100 CPI points only to students:
 - who scored *Progressing* on the MCAS-Alt; and
 - who were identified through the Student Information Management System (SIMS) as having one of the following **primary disabilities**: *Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay*; and
 - whose **level of need** for special education services were reported as *High*.

The Department further prioritized among these students, as needed, to reach a maximum total of one percent, based on the nature of disability and reported level of need for special education services.

2. The Department assigned 75 CPI points to students who scored *Progressing* if they were reported in one of the disability categories listed in 1. above, but with levels of need 1–3), as well as those who were identified in SIMS as having one of the following primary disabilities: *Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, or Neurological*.
3. All other students with disabilities assessed using the MCAS-Alt who did not score at the *Progressing* level were assigned CPI points as follows: students scoring at the *Emerging* level received 75 CPI points, *Awareness* 50 CPI points, and *Incomplete* 25 CPI points.

VI. Resources and Professional Development for Educators

The Department sponsors approximately 17 regional training sessions annually for educators responsible for conducting the MCAS-Alt. Technical assistance is available throughout the school year from the Department's Student Assessment Services office and from members of the MCAS-Alt Teacher Network who assist their in-district colleagues and who assist at Department-sponsored training sessions.

Notices of [training opportunities](#) are sent to each school by email and in bimonthly newsletters sent to subscribers by email. Publications related to MCAS-Alt are available on the Department's [website](#) and are distributed at Department training sessions.

Assistance for educators conducting MCAS-Alt is available by contacting the Department by email at mcas@doe.mass.edu or by phone at 781-338-3625, or by contacting the MCAS Service Center at 800-737-5103.

Appendix A. 2019 MCAS-Alt Achievement Level Results by Grade and Subject

Table 8. 2019 MCAS-Alt Achievement Level Results: Grade 3

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	54	5	112	11
Awareness	23	2	22	2
Emerging	388	39	90	9
Progressing	528	53	780	78
Partially Meeting	0	0	0	0
Meeting	0	0	0	0
Exceeding	0	0	0	0
Total	993		1,005	

^a Percentages may not add up to 100 percent due to rounding.

Table 9. 2019 MCAS-Alt Achievement Level Results: Grade 4

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	35	3	106	10
Awareness	21	2	23	2
Emerging	366	36	84	8
Progressing	581	58	801	79
Partially Meeting	0	0	0	0
Meeting	0	0	0	0
Exceeding	0	0	0	0
Total	1,003		1,015	

^a Percentages may not add up to 100 percent due to rounding.

Table 10. 2019 MCAS-Alt Achievement Level Results: Grade 5

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	53	5	131	12
Awareness	24	2	18	2
Emerging	401	36	107	10
Progressing	631	57	859	77
Partially Meeting	0	0	0	0
Meeting	0	0	0	0
Exceeding	0	0	0	0
Total	1,109		1,116	

^a Percentages may not add up to 100 percent due to rounding.

Table 11. 2019 MCAS-Alt Achievement Level Results: Grade 5 STE

Science and Technology/ Engineering		
	Number	Percent ^a
Incomplete	105	10
Awareness	29	3
Emerging	238	23
Progressing	682	65
Partially Meeting	0	0
Meeting	0	0
Exceeding	0	0
Total	1,054	

^a Percentages may not add up to 100 percent due to rounding.

Table 12. 2019 MCAS-Alt Achievement Level Results: Grade 6

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	60	6	100	10
Awareness	17	2	15	2
Emerging	360	37	67	7
Progressing	531	55	780	81
Partially Meeting	0	0	0	0
Meeting	0	0	0	0
Exceeding	0	0	0	0
Total	968		968	

^a Percentages may not add up to 100 percent due to rounding.

Table 13. 2019 MCAS-Alt Achievement Level Results: Grade 7

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	81	8	152	15
Awareness	18	2	13	1
Emerging	354	34	93	9
Progressing	582	56	779	74
Partially Meeting	0	0	0	0
Meeting	0	0	0	0
Exceeding	0	0	0	0
Total	1,035		1,047	

^a Percentages may not add up to 100 percent due to rounding.

Table 14. 2019 MCAS-Alt Achievement Level Results: Grade 8

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	49	5	135	14
Awareness	19	2	10	1
Emerging	334	35	84	9
Progressing	545	58	722	76
Partially Meeting	0	0	0	0
Meeting	0	0	0	0
Exceeding	0	0	0	0
Total	947		956	

^a Percentages may not add up to 100 percent due to rounding.

Table 15. 2019 MCAS-Alt Achievement Level Results: Grade 8 STE

	Science and Technology/ Engineering	
	Number	Percent ^a
Incomplete	102	11
Awareness	22	2
Emerging	147	16
Progressing	640	70
Partially Meeting	0	0
Meeting	0	0
Exceeding	0	0
Total	911	

^a Percentages may not add up to 100 percent due to rounding.

Table 16. 2019 MCAS-Alt Achievement Level Results: Grade 10

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	72	8	88	10
Awareness	13	1	5	1
Emerging	312	34	158	17
Progressing	517	57	663	73
Partially Meeting	0	0	0	0
Meeting	0	0	0	0
Exceeding	0	0	0	0
Total	914		914	

^a Percentages may not add up to 100 percent due to rounding.

^b Results for grade 9 students who participated in one of the four high school STE tests in 2019 are not included here or summarized for official school, district, or state reporting until 2020, when they will be included with grade 10 students who take one of the four STE tests in 2020.

Table 17. 2019 MCAS-Alt Achievement Level Results: Grade 10 STE

Science and Technology/ Engineering ^b		
	Number	Percent ^a
Incomplete	89	10
Awareness	12	1
Emerging	145	16
Progressing	639	72
Needs Improvement	0	0
Proficient	0	0
Advanced	0	0
Total	885	

Appendix B. 2019 Participation in Standard Tests and MCAS-Alt by Grade and Subject

Table 18. Participation in 2019 MCAS and MCAS-Alt: Grade 3

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard tests	67,907	98.6	68,060	98.5
MCAS-Alt, based on alternate achievement standards	988	1.4	1,009	1.5
Total students assessed	68,895		69,069	

Table 19. Participation in 2019 MCAS and MCAS-Alt: Grade 4

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard tests	69,725	98.6	69,763	98.6
MCAS-Alt, based on alternate achievement standards	1,003	1.4	1,019	1.4
Total students assessed	70,728		70,782	

Table 20. Participation in 2019 MCAS and MCAS-Alt: Grade 5

	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent	Number	Percent ^a	Number	Percent
Standard tests	71,908	98.5	71,935	98.5	71,918	98.6
MCAS-Alt, based on alternate achievement standards	1,105	1.5	1,119	1.5	1,056	1.4
Total students assessed	73,013		73,054		72,974	

Table 21. Participation in 2019 MCAS and MCAS-Alt: Grade 6

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard tests	72,188	98.7	72,205	98.7
MCAS-Alt, based on alternate achievement standards	966	1.3	973	1.3
Total students assessed	73,154		73,178	

Table 22. Participation in 2019 MCAS and MCAS-Alt: Grade 7

	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Standard tests	70,995	98.6	71,007	98.5
MCAS-Alt, based on alternate achievement standards	1,032	1.4	1,051	1.5
Total students assessed	72,027		72,058	

Table 23. Participation in 2019 MCAS and MCAS-Alt: Grade 8

	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent	Number	Percent	Number	Percent
Standard tests	70,634	98.7	70,665	98.7	70,474	98.7
MCAS-Alt, based on alternate achievement standards	943	1.3	959	1.3	914	1.3
Total students assessed	71,577		71,624		71,388	

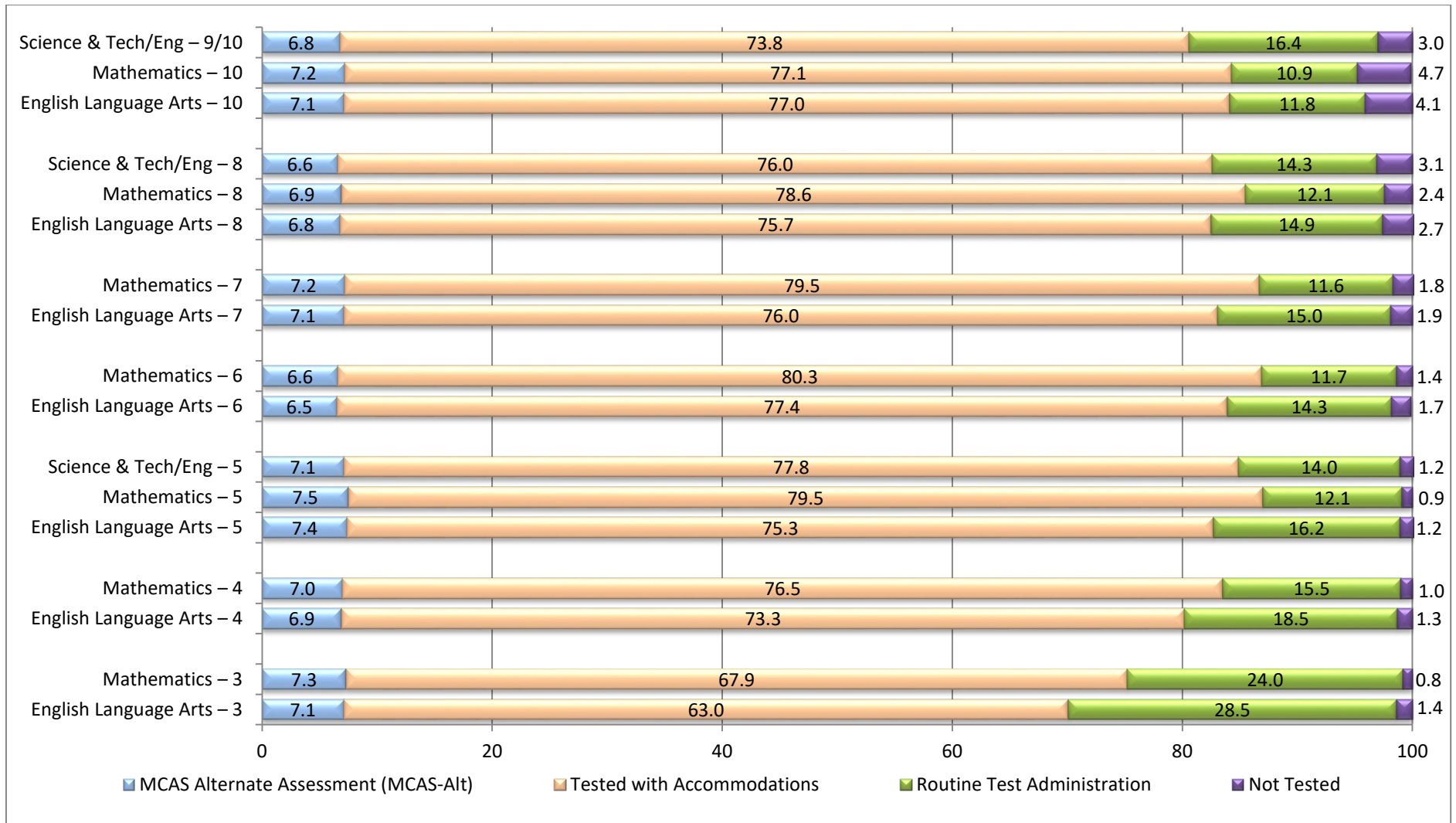
Table 24. Participation in 2019 MCAS and MCAS-Alt: Grades 9/10

	English Language Arts		Mathematics		Science and Technology/ Engineering ^a	
	Number	Percent	Number	Percent ^a	Number	Percent
Standard tests	70,683	98.7	70,338	98.7	73,166	98.8
MCAS-Alt, based on alternate achievement standards	907	1.3	914	1.3	908	1.2
Total students assessed	71,590		71,252		74,074	

^a STE includes students in grades 9 and 10 who participated in any of the four STE discipline assessments (Biology, Chemistry, Introductory Physics, and Technology/Engineering).

Appendix C. 2019 Participation Rate and Method of Participation by Students with Disabilities

(Percentages of total students with disabilities in each grade)



Appendix D. Achievement Levels and Descriptors shown below are reported in each assessed subject for MCAS Legacy and Next Generation assessments. MCAS-Alt scores are based on the *Rubric for Scoring Portfolio Strands* (see Appendix E).

ELA and Mathematics Achievement Level and Descriptor ("Next-Generation" MCAS)	STE Achievement Level and Descriptor ("Legacy" MCAS)
<i>Exceeding Expectations</i> Students exceed grade-level expectations for knowledge, skills, and understanding and are academically well prepared to succeed at the next grade level.	<i>Advanced*</i> Student demonstrates a comprehensive and in-depth understanding in the content area and provides sophisticated solutions to complex problems at grade-level expectations.
<i>Meeting Expectations</i> Students meets grade-level expectations for knowledge, skills, and understanding and are academically prepared to succeed at the next grade level.	<i>Proficient*</i> Student demonstrates a solid understanding of challenging subject matter in the content area and solves a wide variety of problems at grade-level expectations.
<i>Partially Meeting Expectations</i> Student partially meets grade-level expectations for knowledge, skills, and understanding. May need coordinated assistance to succeed at the next grade level.	<i>Needs Improvement*</i> Student demonstrates a partial understanding of subject matter in the content area and solves some simple problems at grade-level expectations.
	*In order to earn a Competency Determination, students must achieve a score of either <i>Proficient</i> on the grade 10 English Language Arts and Mathematics tests; or a score of <i>Needs Improvement</i> , and satisfy the requirements of an Educational Proficiency Plan; for Science and Technology Engineering students must achieve a score of <i>Needs Improvement</i> on one of four high school STE tests.

Alternate Academic Achievement Level Descriptors (MCAS-Alt for all grades)

<i>Awareness</i>	The student demonstrates very little understanding of learning standards in the content area (as indicated in the alternate assessment portfolio). The student requires extensive prompting and assistance, and performance is primarily inaccurate.
<i>Emerging</i>	The student demonstrates a simple understanding of a limited number of learning standards in the content area at below-grade-level expectations (as indicated in the alternate assessment portfolio). The student requires frequent prompting and assistance, and performance is limited and inconsistent.
<i>Progressing</i>	The student demonstrates a partial understanding of a limited number of learning standards in the content area, and addresses below-grade-level expectations (as indicated in the alternate assessment portfolio). The student appears to be receiving challenging instruction and is steadily learning new skills, concepts, and content. The student requires minimal prompting and assistance, and the performance is fundamentally accurate.

Appendix E. MCAS-Alt Rubric for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum frameworks learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication “access skills” during instruction based on curriculum frameworks learning standards in this strand.	Student addresses curriculum frameworks learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum frameworks learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum frameworks learning standards (3 or more) at grade-level expectations in this strand.

	M	1	2	3	4
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand. (0–25% accurate)	Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand. (26–50% accurate)	Student’s performance is mostly accurate and demonstrates some understanding in this strand. (51–75% accurate)	Student’s performance is accurate and is of consistently high quality in this strand. (76–100% accurate)
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (0–25% independent)	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (26–50% independent)	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (51–75% independent)	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand. (76–100% independent)
Self-Evaluation	The portfolio strand does not show evidence of self-correction, task-monitoring, goal-setting, and reflection in this content area.	Student infrequently self-corrects monitors, sets goals, and reflects in this content area— only one example of self-evaluation was found in this strand.	Student self-corrects monitors, sets goals, and reflects in this content area—multiple examples of self-evaluation were found in this strand.		
Generalized Performance		Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in this strand.		